



COLLEGE OF EDUCATION, HEALTH AND REHABILITATION

LESSON PLAN FORMAT

Teacher's Name: Miss Cassandra Richardson
Grade Level: 7

Date of Lesson: TWO
Topic: Career
Exploration: Travel,
Propaganda

Objectives

- **Students will understand** that propaganda is a descriptive means of persuasion through written or visual means, and can affect public opinion.
- **Students will understand** that several factors influence the development of cultures around the world.
- **Students will know** what the different propaganda techniques being used in media presentation are.
- **Students will be able to identify** the techniques used in media or editorials regarding reviews for the following: hotels, special regional attractions, restaurants, tourist destinations.

Maine Learning Results Alignment **Maine Learning Results:** *Social Studies*

Grades 5-8

Geography

A. Skills and Tools

Students will know how to construct and interpret maps and use globes and other geographic tools to locate and derive information about people, places, regions, and environments. Students will be able to:

1. Visualize the globe and construct maps of the world and its sub-regions to identify patterns of human settlement, major physical features, and political divisions.
2. Develop maps, globes, charts, models, and databases to analyze geographical patterns on the earth.
3. Understand United States social, political, and economic divisions and the more significant social and political divisions in world geography.

EXAMPLE

Speculate about the types of exchanges of goods and materials which might occur between economic regions, and the routes and types of transportation used.

Maine Learning Results: *English*

Grades 5-8

D. Informational Texts

Students will apply reading, listening, and viewing strategies to informational texts across all areas of curriculum. Students will be able to:

1. Seek appropriate assistance when attempting to comprehend challenging text.
2. Identify useful information organizing strategies.
3. Identify both the author's purpose and the author's point of view when reading expository information.
4. Identify different ways in which informational texts are organized.
5. Produce and support generalizations acquired from informational text.
6. Describe new knowledge presented in informational texts and how it can be used.
7. Identify common technical terms used in informational texts.
8. Use the various parts of a text (index, table of contents, glossary) to locate specific information.

Rationale: Integration as a whole is a growing trend in education, especially in the state of Maine. This particular lesson fuses Social Studies and Language Arts contents. Students will learn how to process information gathered and analyze it in several ways, with specific goals in mind. This lesson is intended to prepare students for the real world by examining propaganda techniques and how those impact their choices as consumers.

Assessment

Formative (Assessment for Learning)

Students will be assessed in multiple ways. They will be given graphic organizers to be completed, and checked for comprehension. Classroom discussions will provide students with opportunities to interact verbally with the material, and explore content with their peers. Students will create their own example of propaganda using information they have already gotten comfortable with in groups, and those will be assessed for understanding as well.

Summative (Assessment of Learning)

Glog/Blog: Students will either write to describe or illustrate the different types of propaganda with their groups in one of two technological mediums: Glog or Blog. Students will include an example using their chosen destination and a brief explanation of the propaganda technique used.

Integration

Type II Technology: Glog or Blog project.

English: Students will incorporate their critical writing skills and analytical skills to create their example of propaganda using their destination.

Art: If they so choose, student will be able to use Glog to design their project.



Groupings

Students will be jigsawing throughout the class period, so the initial groupings will be constantly switching to further independent interaction with the content. After they have explored all of the propaganda methods, students will break into their Continent Groups (previously assigned, but used throughout the year to establish a sense of comfort and ease with working in set groups) to work on the Glog/Blog project. Continent groups can separate as needed. They will each record on their own graphic organizers.

Differentiated Instruction

Strategies

- ☒ **Verbal:** Discussion, jigsawing, preassessment, Blog project.
- ☒ **Kinesthetic:** Jigsawing.
- ☒ **Logical:** Analysis of advertisement for specific traits.
- ☒ **Natural:** Outside class.
- ☒ **Interpersonal:** Group collaboration.
- ☒ **Musical:** Music from advertisements, music in background.

-  **Visual:** Posters on Glog.
-  **Intrapersonal:** Individual work on graphic organizer.

Modifications/Accommodations

I will review students' IEPs, 504s, or ELLIDEPs, and make the appropriate modifications and accommodations. Additional modifications can and will be made as needed, whether they are to seating, grouping, or assignment. Each student deserves to be able to learn in an environment that they are comfortable in with materials and expectations that they are comfortable with (or at least are comfortable with the understanding that some things may be slightly more challenging but the support is there if needed). If students are absent for any reason, I will expect that they consult their homework partners (groups of three or four that can catch their partners up in the event of absence), me, or the class wiki for the class agenda, homework, and pertinent information.

Extensions

Students will be given the opportunity to redo once per assignment at my discretion, with deadlines agreed upon by both myself and the student. Grades for tests, quizzes, and projects will be averaged together, and homework grades will be replaced. Extenuating circumstances will be discussed separately, and deadlines assigned accordingly upon meeting with those students.

Materials, Resources and Technology

Students:

Pens/Pencils

Notebook

Textbook

Laptops

Graphic organizers

Teacher:

Current textbook or printed resource

Ice cream graphic organizer

Speakers

Source for Lesson Plan and Research

-Graphic organizer: <http://www.eduplace.com/graphicorganizer/pdf/icecream.pdf>

-Advertisements

<http://www.youtube.com/watch?v=F4vUwI7YGes>

http://www.youtube.com/watch?v=8eZwBdK_ODU

<http://www.youtube.com/watch?v=VIdcqlNAEWU>

<http://www.youtube.com/watch?v=c9wv5c0SFdo&NR=1>

-Propaganda techniques: <http://library.thinkquest.org/C0111500/proptech.htm>

<http://mason.gmu.edu/~amcdonal/Propaganda%20Techniques.html>

Maine Standards for Initial Teacher Certification and Rationale

Standard 1 – Demonstrates knowledge of the central concepts, tools of inquiry, and structures of the discipline(s) s/he teaches and can create learning experiences that make these aspects of subject matter meaningful to students.

By integrating the content-specific information with real advertisements, students will be able to make connections to their own lives. Students will choose the locations they work with, giving them more freedom to explore the content on their own terms and connect it to their lives themselves.

Standard 2 – Demonstrate the ability to integrate the concepts, tools of inquiry, and structures among the disciplines.

This lesson will include both Social Studies and Language Arts content. They will need to be able to make connections between their research and the propaganda techniques to the examples they have seen and will eventually make themselves. Technology will be used in almost every class.

Standard 3 - Demonstrates a knowledge of the diverse ways in which students learn and develop by providing learning opportunities that support their intellectual, physical, emotional, social, and cultural development.

Each lesson is created with the Multiple Intelligence Theory in mind, for both social and physical development as well as intellectual development. Students are given options in most assignments, with choices in content, product, and collaboration.

Standard 4 - Plans instruction based upon knowledge of subject matter, students, curriculum goals, and learning and development theory.

This lesson was created with the Maine Learning results as a guide, and tailored for the age group's needs and interests.

Standard 5 - Understands and uses a variety of instructional strategies and appropriate technology to meet students' needs.

Students will be able to enjoy several different mediums for their research in this lesson, ranging from print to internet references. This lesson also strongly appeals to seven of the eight intelligences and to the eighth with modification. Students also enjoy a variety of interactive groupings to further increase independence of learning.

Standard 6 - Creates and maintains a classroom environment which supports and encourages learning.

Students are able to choose their topics in the majority of the projects associated with this lesson, which will hopefully allow them to develop their own interests at their own pace. The collaboration pieces will promote discussion amongst themselves and their peers, which will aid in positive social development.

Standard 8 - Understands and uses a variety of formal and informal assessment strategies to evaluate and support the development of the learner.

There are multiple opportunities for all assessment types. There are some specifically designated for formative and summative assessment that will be handed in, checked, or graded, but the majority of student assessment will be merely for me to see the paces at which students understand the content.

Standard 10 - Demonstrates a strong professional ethic and a desire to contribute to the education profession.

At this age specifically, collaboration is one of the key tools we can use to help students learn, as one of the common interests for this age group is social activity. Doing so will promote healthy social interaction and also good community member behavior. This is essential, as we are preparing students to become contributing members of the global community.

Teaching and Learning Sequence:

Students will watch the video hooks in their chosen groups, and use their graphic organizers to assemble their thoughts on which propaganda techniques are prevalent. Once discussion seems to have waned a bit, they will jigsaw so a member from each video has joined with another person from the other videos. They will explain their video, and the other members who did not see the video will have an opportunity to suggest possible propaganda techniques based on their descriptions. The class will come back together, and we will watch the videos as a group, and see if their assumptions and hypotheses were correct.

After the videos, I will ask them to get into their Continent groups. If these groups are too big I will ask that they split so there are pairs or groups of three. In these groups, students will pick a

technique used in advertising and apply it to one of their destinations (each person has a destination; students will eventually all have an opportunity to do a group project with their location as the main focus). Students will have the choice between a Glog and a Blog entry, and must include a follow-up description of their chosen technique.

Agenda

Performance check/attendance (homework from the night before, if applicable)

Videos, discussion in small groups

Jigsaw

Class viewing, discussion

Continent Glog/Blog projects